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thing they can, first, to work out in a scientific way the value of pictures and, secondly, to bring together material which will be available for use in schools.

This first number of the magazine published by this corporation contains articles on "First Steps in the Study of Geography," "Human Eyes and Optical Instruments," and "The Need for Experimental Investigation of Visual Instruction," and an article on the experience accumulated in Evanston, Illinois, where much use has been made of moving pictures in the schools. A statement is also made of the purposes of the society back of this publication.

The magazine will be supplied to anyone who will write for a copy to 327 South LaSalle Street, Chicago, Illinois, which is the headquarters of the Society for Visual Education.

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*A library list of children's books.*—The library as an adjunct to the public schools is in many centers supplying not only collateral material for the classes but also reading material for the entertainment of children. The great body of available material makes it difficult for the individual teacher, or even the librarian, to select that which is best suited to the needs of any given school or community. Miss Bacon has prepared an annotated list<sup>1</sup> of about seven hundred titles. This list is supplementary to an earlier list which was prepared in 1916 and brings that list down to date. One hundred and four of the books included in this list are analyzed in some detail. An effort has been made to indicate in connection with each book the grades for which the material is adapted. The range of subjects covered is very wide, and the list can be recommended to teachers and librarians as one of the best sources for suggestions for children's reading.

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*Reference books.*—Some years ago Miss Hopkins, librarian of the Central High School and Junior College of Detroit, Michigan, prepared a textbook for the use of high schools and normal schools entitled *Reference Guides that Should Be Known and How to Use Them*. This book gained some attention and was used in a number of schools, but it was not widely used because there is no place in the regular curriculum for a textbook covering this whole field. Miss Hopkins has accordingly put the material into new form, making certain additions and modifications in its mode of presentation. A series of pamphlets<sup>2</sup> has been prepared. Each one of these pamphlets deals with a particular reference book. No. 1, for example, deals with *Webster's New International Dictionary*; No. 2, with the *New Standard Dictionary*; No. 3, with encyclopedias; No. 4, with parts of a book, and so on. There are eleven such pamphlets in all. Sample pages of the type of book in question are given and discussed. The student is told how to make use of each of these reference books, and an examination is prepared which can be used after the student has made his study. This examination is ingeniously devised and attached to the back cover. The questions are given on a detachable sheet and the answers are printed underneath where they can be seen by detaching the question sheet after the student has answered the questions.

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<sup>1</sup> *Children's Catalog Supplement, 1916-19*. Compiled by Corinne Bacon. New York: H. W. Wilson Co., 1919. Pp. 108. \$0.60.

<sup>2</sup> FLORENCE M. HOPKINS, *Guides for the Use of Reference Books*. Detroit, Michigan: The Willard Co., 479 Sixth Street, 1919. \$0.25 pamphlet; 11 pamphlets in series.

These pamphlets will undoubtedly serve an important purpose of instruction and will make available to teachers of English a body of library instruction which is of great importance.

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*An attack on school supervision.*—A somewhat misleading title introduces the reader to a vigorous statement of a point of view which is coming to be very common among certain classes of teachers. The book in question is entitled *Education for Democracy*<sup>1</sup> and is published by the Knickerbocker Press under the authorship of Miss Alice Davis. After a few introductory pages in which the author comments on the importance of public schools in a democracy we come to the real subject of the book. A somewhat lengthy quotation will serve to bring out the point of view which is reiterated in all of the later pages.

"It must be understood that the teacher is the most important factor in any educational system. This is readily admitted verbally, and glowing encomiums are pronounced upon teachers in lieu of adequate salary and professional recognition, but the vicious plan of supervision militates seriously against the influence of teachers, and impairs irreparably their usefulness by robbing them of self-confidence and independence of action.

"The long overdue revolution in school organization must apparently await the awakening of the great mass of teachers, a slow movement, for teachers as a class are extremely conservative. They accept what comes in the form of school regulations, and aside from a certain amount of grumbling about details and sporadic ebullition of indignation behind closed doors, they jog placidly along the beaten educational pathway, quite oblivious to obstacles in the road, and unconcerned about their removal. Adherence to form and daily routine drudgery are calmly accepted as concomitants of the educational process.

"Teachers as a group are docile, even submissive, to an alarming extent. This is probably due primarily to the industrial plan of school organization, to the factory-boss type of supervision. It seems well-nigh impossible to believe that members of the supervisory force have not discovered the fatal defects of this system. Skepticism concerning their inexplicable failure to do so is natural and unavoidable, and we can only escape the necessity for impugning their good faith by the conviction that they are the victims professionally of the system by which they profit pecuniarily. If honestly they have never been impelled to question the merits of the factory type of school organization, this failure constitutes in itself the most conclusive indictment of the traditional pernicious mechanical system.

"The first essential in educational reform is the abolishment of the supervisory system, and from this would naturally follow the equalization of salaries and positions for the whole teaching corps. The far-reaching importance of this reform can be realized only when we observe the injustice and unreasonableness involved in the operation of the existing supervisory system. Very often some grade of supervisor inspects the work of teachers in perhaps a dozen different departments, the teachers in all departments having specialized in their own subjects, and the supervisor having had special training in not more than one

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<sup>1</sup> ALICE DAVIS, *Education for Democracy*. New York: Knickerbocker Press, 1919. Pp. 51.